



## Stewart Heights Elementary

1001 West Calhoun Street  
Dillon, South Carolina

<b>Grades</b>	PK-3 Elementary School	
<b>Enrollment</b>	429 Students	
<b>Principal</b>	Mrs. Jayne C. Lee	843-774-1219
<b>Superintendent</b>	D Ray Rogers	843-774-1200
<b>Board Chair</b>	Fitzgerald Lytch	843-774-5454

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>At-Risk</b>
2008	Below Average	At-Risk
2007	Average	Average
2006	Average	Excellent
2005	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located | .%

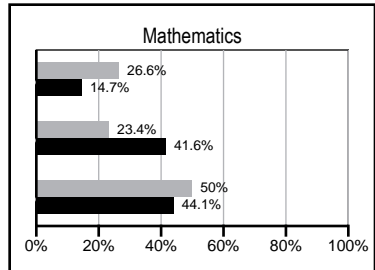
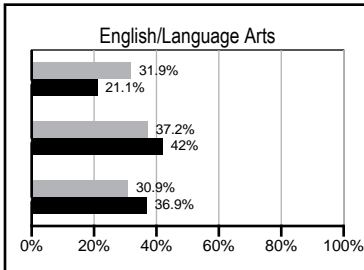
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	2	52	50	31

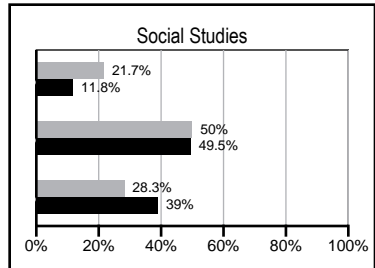
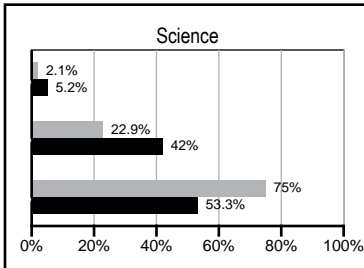
\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)

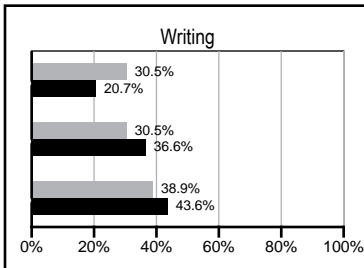
Exemplary
Met
Not Met



Exemplary
Met
Not Met



Exemplary
Met
Not Met



Our school



Elementary schools with Students Like Ours

\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=429)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.8%	Down from 5.4%	2.5%	1.9%
Attendance rate	95.4%	Down from 96.1%	96.0%	96.3%
Eligible for gifted and talented	0.9%	Down from 1.2%	2.8%	10.0%
With disabilities other than speech	5.2%	Down from 7.0%	7.4%	7.7%
Older than usual for grade	1.4%	Down from 1.5%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=28)</b>				
Teachers with advanced degrees	50.0%	Down from 53.3%	57.0%	59.4%
Continuing contract teachers	82.1%	Down from 90.0%	70.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.5%	Down from 88.6%	81.2%	85.9%
Teacher attendance rate	95.9%	Up from 94.8%	95.2%	95.1%
Average teacher salary*	\$44,561	Up 5.0%	\$45,718	\$47,149
Professional development days/teacher	18.3 days	Down from 20.6 days	10.9 days	11.1 days
<b>School</b>				
Principal's years at school	24.0	Up from 23.0	3.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 19.5 to 1	16.5 to 1	18.8 to 1
Prime instructional time	89.3%	Up from 87.5%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,552	Up 4.2%	\$8,730	\$7,458
Percent of expenditures for instruction**	72.9%	Down from 74.3%	68.4%	68.8%
Percent of expenditures for teacher salaries**	67.4%	Up from 57.5%	61.9%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Stewart Heights Elementary School serves students in grades pre-kindergarten through third grade. The school is a Title I School-wide Project site due to the high number of students on free and reduced lunch status. Ninety-five to ninety-eight percent of the students fall into this category each year. The student population averages 80% African-American, 15% White, and 5% other.

The South Carolina Academic Standards are used as the basis for all instructional activities. Teachers meet weekly to plan standards based lessons to help prepare the students for the next grade level and for the Palmetto Assessment of State Standards Test (PASS) that is administered to all third grade students in March and May.

During the 2008-2009 school year, parents were invited to attend kindergarten orientation programs, Parent Day conferences, P.T.O. Open Houses, Authors' Tea Programs, PASS Parent Nights, American Education Week activities, and academic conferences. Home/school relations were enhanced by way of quarterly school newsletters, weekly classroom newsletters, and teacher calls/notes. Students were recognized weekly for displaying positive character traits through the school's Kids with Character Program. Students also received recognition during quarterly Awards Day Programs for their academic accomplishments and for having perfect attendance.

English Language Arts, math, science, and social studies served as the core curriculum in all classrooms during the past year. Supplies and materials were purchased with federal and state funds to support these four subject areas. Title I funds were also allocated to enhance the use of technology. A computer proctor was hired and ten Promethean Boards were purchased for the second and third grade classrooms. The school's Reading First grant provided funds, which enabled teachers to receive scientifically-based literacy training, as well as money for literacy materials and books classroom use. The school also expanded its Art in Education program. Musicians, dancers, puppeteers, and storytellers visited the school.

Jayne C. Lee, Principal  
Robin Floyd, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	94	77
Percent satisfied with learning environment	93.3%	100.0%	98.7%
Percent satisfied with social and physical environment	90.0%	98.9%	92.2%
Percent satisfied with school-home relations	86.7%	100.0%	96.1%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.7%	0.0%	No
Student attendance rate	95.4%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	103	100	29.6	39.8	30.6	85.7	72.2	82.8	Yes	Yes
<b>Gender</b>										
Male	51	100	42.6	36.2	21.3	76.6	69	79.3	N/A	N/A
Female	52	100	17.6	43.1	39.2	94.1	75.3	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	14	100	30.8	23.1	46.2	76.9	82.2	89.5	I/S	I/S
African American	84	100	30.9	42	27.2	86.4	69.1	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	73.1	76.5	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	66.7	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	16	100	N/AV	N/AV	N/AV	80	37.9	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	71.4	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	99	100	30.9	40.4	28.7	85.1	70.3	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	103	100	48	26.5	25.5	60.2	68.7	78.9	Yes	Yes
<b>Gender</b>										
Male	51	100	61.7	21.3	17	46.8	66.4	77	N/A	N/A
Female	52	100	35.3	31.4	33.3	72.5	71.1	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	14	100	38.5	23.1	38.5	61.5	82.2	87.2	I/S	I/S
African American	84	100	50.6	27.2	22.2	59.3	63.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	84.6	76	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	66.7	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	16	100	N/AV	N/AV	N/AV	33.3	34.1	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	83.9	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	99	100	50	24.5	25.5	58.5	66.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	51	100	72	26	2	28	49.9	67.5
<b>Gender</b>								
Male	27	100	N/AV	N/AV	N/AV	26.9	52.8	67
Female	24	100	70.8	25	4.2	29.2	46.9	68
<b>Racial/Ethnic Group</b>								
White	8	I/S	I/S	I/S	I/S	I/S	71.6	79.5
African American	42	100	71.4	26.2	2.4	28.6	42.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	56.7	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	58.1	71.2
<b>Disability Status</b>								
Disabled	10	I/S	I/S	I/S	I/S	I/S	23.3	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	59.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	49	100	75	22.9	2.1	25	46.3	55.1

**Social Studies**

All Students	54	100	26	54	20	74	56.9	72.3
<b>Gender</b>								
Male	24	100	38.1	52.4	9.5	61.9	55.2	71.5
Female	30	100	17.2	55.2	27.6	82.8	58.5	73.2
<b>Racial/Ethnic Group</b>								
White	6	I/S	I/S	I/S	I/S	I/S	70.3	80.7
African American	44	100	29.3	51.2	19.5	70.7	52.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	52.8	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	68.2	72.2
<b>Disability Status</b>								
Disabled	8	I/S	I/S	I/S	I/S	I/S	31.6	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	50	67.9
<b>Socio-Economic Status</b>								
Subsided meals	52	100	27.1	54.2	18.8	72.9	54.4	62.1

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	104	96.2	38.9	30.5	30.5	61.1	57.5	70.2	95.4	95.1
Gender										
Male	51	98	56.5	23.9	19.6	43.5	50.7	63.2	95.2	94.8
Female	53	94.3	22.4	36.7	40.8	77.6	64.5	77.5	95.5	95.3
Racial/Ethnic Group										
White	15	86.7	50	16.7	33.3	50	69.9	79.1	94.6	94.3
African American	83	97.6	39.2	32.9	27.8	60.8	53.1	57.6	95.8	95.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	96
Hispanic	1	I/S	I/S	I/S	I/S	I/S	64.2	62.6	95.9	96.3
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	57.1	68.7	90.1	91.7
Disability Status										
Disabled	17	76.5	N/AV	N/AV	N/AV	16.7	16.5	26.1	94.2	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.6
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	62.5	61.2	95.9	96.2
Socio-Economic Status										
Subsidized meals	99	97	40.2	30.4	29.3	59.8	54.9	58.9	95.4	95.1

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	103	100	29.6	39.8	30.6	70.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	103	100	48	26.5	25.5	52
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	51	100	72	26	2	28
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	54	100	26	54	20	74
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	104	96.2	38.9	30.5	30.5	61.1
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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